DOCUMENT RESUME

ED 345 409 EC 301 169

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TITLE Change: A Social Studies Unit for Gifted Students in Grades One through Three.
INSTITUTION Libertyville School District 70, IL.
PUB DATE Jun 91
NOTE 36p.
PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Change; *Enrichment Activities; Geography; *Gifted; History; Lesson Plans; Primary Education; Resource Room Programs; Resource Units; *Social Studies; Units of Study
IDENTIFIERS Illinois (Libertyville)

ABSTRACT

This semester unit on change was designed for use in a pull-out program (meeting approximately 90 minutes per week) for gifted students in grades 1 through 3. The unit focuses on how change affects people's daily lives and impacts on the family, community, culture, government, and world. The basic goals of the unit are for the students to understand the following: (1) change affects mankind; (2) man adapts to change; (3) change can be positive or negative; and (4) change is ongoing. The 14 lesson plans each have a different theme and offer a variety of suggested activities. Sample activities include listing important events and changes in the students' lives, identifying and locating countries a child's relatives are from, studying one country in more depth and sharing information learned, trying out native food dishes, making a family tree, becoming familiar with local history and geography (in this case, Libertyville, Illinois), and learning about local, state, and national leaders. (DB)

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CHANGE

A SOCIAL STUDIES UNIT FOR GIFTED STUDENTS IN GRADES ONE THROUGH THREE

Libertyville School District 70
Libertyville, Illinois 60048
June, 1991

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EC 301169

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INTRODUCTION

This semester unit was designed for gifted students in grades one through three for a pull-out gifted program which meets approximately 90 minutes per week. A variety of activities are suggested throughout the unit.

Change affects us in our daily lives and has an impact on the family, community, culture, government, and world we live in. The basic goals of the unit are for students to understand the following:

1. Change affects mankind

2. Man adapts to change

3. Change can be positive or negative

4. Change is ongoing

LESSON 1: THE FAMILY AS A UNIT OF CHANGE

Students will discover their role in the family unit. They will understand that families change, as well as the roles within the family. Students will investigate their family's heritage and how it has made an impact on their present lives.

SUGGESTED ACTIVITIES:

1. Have the class define what makes a family.

2. Students will list different kinds of families. (Two adults with no children, single parent, etc.)

3. Compare/contrast families within the classroom. Discuss what it takes to make a family.

4. Students will discuss what changes have occurred in their families in their individual life times.

5. Share a story with the class of a nontraditional family or changes that can occur within the family structure. (Legend of the Bluebonnet by Tomie dePaola, Yonder by Tony Johnston, Dinosaurs Divorce by Laurene K. Brown, My Friend has Four Parents by Margaret O. Hyde, Two Places to Sleep by Joan Schuchman, The Fall of Freddie the Leaf by Leo Buscaglia, Goodbye, Max by Holly Keller, No Beasts! No Children! by Beverly Keller, My Mom Got a Job by Lucia Smith)

LESSON TWO: INDIVIDUAL TIME LINES

SUGGESTED ACTIVITIES:

1. Have students list important events in their lives.

2. Have students list changes that have taken place in their family during their lifetime. (deaths, pets, births, moves, career changes, new schools and homes, new neighbors , new friends, etc.)

3. Instruct students to put events from Items #1 and #2 in chronological order.

4. Have students construct individual time lines. Encourage them to illustrate their timelines, including photographs.

5. Share and display timelines. Compare/contrast the kinds of changes they have experienced.

LESSON THREE: FAMILY TIES

The next few lessons are focused on obtaining information about students' individual family histories.

Students will be interviewing a family member and may want to b begin thinking about which relative he/she wants to learn more about.

In this lesson, students will be working with their parents to obtain information about their heritage.

SUGGESTED ACTIVITIES:

1. Ask students to name the countries their relatives came from, as the teacher lists them on the chalkboard.

2. Ask students to share special tradiions, holiday, meals, events, that their family celebrates as a result of their heritage.

3. Distribute Worksheet #1, and instruct students to have parents assist in completing it.

4. After data from this worksheet is collected, students can share the information in class. A creative writing lesson can follow. Using the word processor, students can each write and illustrate a story about an interesting family member. The stories can be compiled in a class book entitled "Fabulous Family Facts."

OH,NO!

WORKSHEET #1 FAMILY HERITAGE

Name: _____

Date: _____

MY MOTHER'S FAMILY

1. My mother's family name is _____.

It means _____.

2. The first members of the family to come to the United States were _____. The year they came was _____.

3. They came to the United States because _____

_____.

4. The country they came from was _____.

5. My mother's family has these traditions _____

_____

6. My mother's family eats these traditional dishes _____

_____

7. Other interesting facts about my mother's family _____

_____

MY FATHER'S FAMILY

1. My father's family name is _____.

It means _____.

2. The first members of the family to come to the United States were _____. The year they came was _____.

3. They came to the United States because _____

_____.

4. The country they came from was _____.

5. My father's family has these traditions _____

_____

6. My father's family eats these traditional dishes _____

_____

7. Other interesting facts about my father's family _____

_____

_____

OH, YES!

LESSON FOUR: FAMILY PIN-UPS

MATERIALS NEEDED:
- World Map
- Adhesive dots or push pins
- String
- Individual school pictures

SUGGESTED ACTIVITIES:

1. CREATE A BULLETIN BOARD FOR THIS LESSON. Allow students to identify their countries of origin on the world map. (These can be purchased at local school supply stores and are poster-board sized) Have individual school pictures (even from previous years) placed around the world map. Connect the country of origin with a piece of string to the students' photo.

LESSON FIVE: WHICH COUNTRY FOR ME?

Students will research the country of their origin. (Have them choose **one** only.)

SUGGESTED ACTIVITIES:

1. Provide time in the learning center for students to work on the country of their origin. Encourage children to bring in books from the public library. Teachers may opt to pull books and create a learning center in the classroom. Back issues of National Geographic or National Geographic World should be available before students begin their work.

2. Distribute Worksheet #2 for students to complete.

3. Students will complete the worksheets. This may take more than one or two sessions.

4. Encourage students to bring items from home from their special country of interest to share when all worksheets are completed.

WORKSHEET #2 WHICH COUNTRY FOR ME?

1. THE COUNTRY I AM STUDYING: _____

2. It is on the continent of: _____

3. On a separate piece of paper, draw or trace the outline of your country. Label the capital city, major rivers, mountains, lakes, other important cities.

4. On a separate sheet of paper, draw a picture of the national flag, using the correct colors.

5. What language do the people in your country speak? _____

6. What kind of money do they use? _____

7. What traditional foods do the people in your country eat? _____

_____

8. What products come from this country? (Agricultural and Industrial)

_____

_____

9. What products does this country need to IMPORT, or get from other places?

_____

_____

10. What traditions or daily life routines would be different from the way we live in our country?

_____

_____

11. List and explain the special holidays that are celebrated in this country.

_____

_____

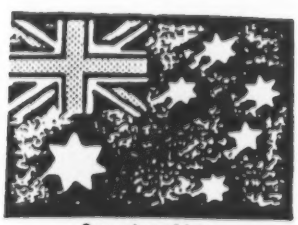
12. What special things do they do on these holidays that we do not do here?

_____

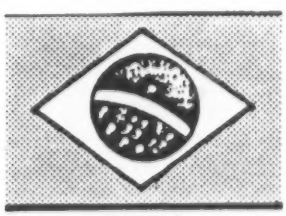
_____

13. Learn a phrase in the language native to this country. Share it with your classmates. (Hello, thank you, please, how are you, may name is, etc.)

_____

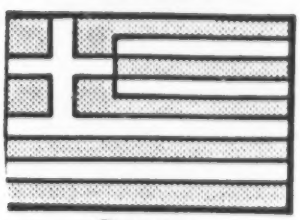


Australia

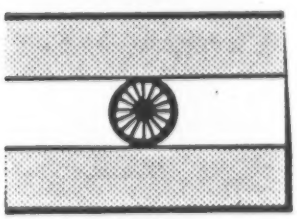


Brazil

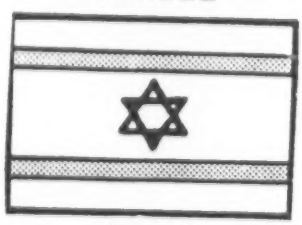
Canada



Greece



India



Israel

LESSON SIX: SHARE A COUNTRY

Provide time for students to share information about the countries they research. Encourage them to bring items from home which represent their country. (clothing, crafts, art, music, etc.) Students can identify their country on the map created from Lesson Four.

Students will sign up for a pot luck International Luncheon on a date convenient to the class. Students will bring in a traditional dish from the country they researched. Parents can be invited to attend, along with classroom teachers and the principal. We found this to be great fun, especially if it is around a holiday time.

Students should wear a costume or piece of clothing traditional to their country. Reports about the countries and the class book on "Famous Family Facts" can also be shared before or after the luncheon, or left on display for parents, teachers, and the principal to view.

SUGGESTED EXTENDED ACTIVITIES:

1. Students can bring in music, art, or perform a folk dance from the country they researched.

2. Using a data base program on the computer, students can create a data base on the countries they researched. Possible fields might be name, continent, capital city, major rivers, national flags language, currency, traditional foods.

3. Videotape the presentations of reports and show the tape at the luncheon.

4. Compile a class dictionary using the foreign phrases students learned from their reports.

5. Students may find that their country has changed since their ancestors immigrated to America. Some countries have merged with others (Ease and West Germany) while others have broken away to become independent nations. Discuss how and why countries have altered their borders.

LESSON SEVEN: A TASTE OF THE WORLD

SUGGESTED ACTIVITIES:

1. Students will bring in traditional dishes from their country of origin.

2. You may choose to have students perform traditional dances, play the music, or display the folk art from the different countries, as well as display the fact sheets that students completed.

3. While serving lunch, play the videotape of the reports students presented, or play traditional folk music.

4. Display the dictionary students created and illustrated from the foreign phrases they learned.

LESSONS EIGHT AND NINE: BRANCHING OUT

Students will be completing a family tree. They will be interviewing a family member to assist them in completing the chart. Encourage them to interview a relative other than their parents.

You may use WORKSHEET #3 and WORKSHEET #4 for students to gather information about their heritage, or you can consult Steven Caney's **KIDS AMERICA**, pages 26-37 for additional charts and information. WORKSHEET #3 is for the Mother's side of the family, and WORKSHEET #4 is for the father's side. It is recommended that you hand out only one sheet at a session. Students can begin work on these in class, but must complete them at home.

CAUTION: Before engaging in any of these activities, you may wish to contact parents of any adopted students in the class, in the event they may feel uncomfortable.

WORKSHEET #3 GETTING TO MY ROOTS

NAME: _____

DATE: _____

Interview one or more family members to help you fill this out.

STUDENT'S FULL NAME

_____

FULL NAMES OF STUDENT'S SISTERS:

_____

_____

_____

FULL NAMES OF STUDENT'S BROTHERS:

_____

_____

_____

MATERNAL SIDE (MOTHER'S)

MOTHER'S FULL NAME (MAIDEN NAME INCLUDED):

_____

FULL NAMES OF MOTHER'S SISTERS:

_____

FULL NAMES OF MOTHER'S BROTHERS:

_____

_____

GRANDFATHER'S FULL NAME:

_____

FULL NAMES OF GRANDFATHER'S SISTERS:

_____

_____

_____

FULL NAMES OF GRANDFATHER'S BROTHERS:

_____

_____

_____

GRANDMOTHER'S FULL NAME (MAIDEN NAME INCLUDED):

_____

FULL NAMES OF GRANDMOTHER'S SISTERS:

_____

_____

_____

FULL NAMES OF GRANDMOTHER'S BROTHERS:

_____

_____

_____

FULL NAME OF GREAT-GRANDFATHER:

_____

FULL NAME OF GREAT-GRANDMOTHER (MAIDEN NAME INCLUDED):

_____

ADDITIONAL FACTS:

1. What interesting facts about the family did you learn?

2. What is the meaning of the family name?

3. Share a funny family story from the past.

4. Tell how the family has changed over the years.

5. Name the different places the family has lived.

6. ADDITIONAL FACTS:

WORKSHEET #4 GETTING TO MY ROOTS

STUDENT NAME: _____

PATERNAL SIDE (FATHER'S)

FATHER'S FULL NAME :

_____

FULL NAMES OF FATHER'S SISTERS:

_____

_____

FULL NAMES OF FATHER'S BROTHERS:

_____

_____

GRANDFATHER'S FULL NAME:

_____

FULL NAMES OF GRANDFATHER'S SISTERS:

_____

_____

_____

FULL NAMES OF GRANDFATHER'S BROTHERS:

_____

GRANDMOTHER'S FULL NAME (MAIDEN NAME INCLUDED):

_____

FULL NAMES OF GRANDMOTHER'S SISTERS:

_____

_____

_____

FULL NAMES OF GRANDMOTHER'S BROTHERS:

_____

_____

_____

FULL NAME OF GREAT-GRANDFATHER:

_____

FULL NAME OF GREAT-GRANDMOTHER (MAIDEN NAME INCLUDED):

_____

ADDITIONAL FACTS:

1. What interesting facts about the family did you learn?

2. What is the meaning of the family name?

3. Share a funny family story from the past.

4. Tell how the family has changed over the years.

5. Name the different places the family has lived.

6. ADDITIONAL FACTS:

LESSON TEN: FROM ROOTS TO TREES

MATERIALS: Completed Worksheets #3 and #4
Worksheet #5
Construction Paper

Students will transfer information from the Worksheets #3 and #4 to the family tree Worksheet #5. (From Steven Caney's **Kids' America** book, or the teacher or students can design an original pattern of their own.)

SUGGESTED ACTIVITIES:

1. Students can share the information they learned about their family from completed worksheets #3 and #4. Allow time for them to share any new information they learned about themselves, or family stories that have been handed down.

2. Have students discuss how their family has changed over the years. Have students predict what changes will occur in the future.

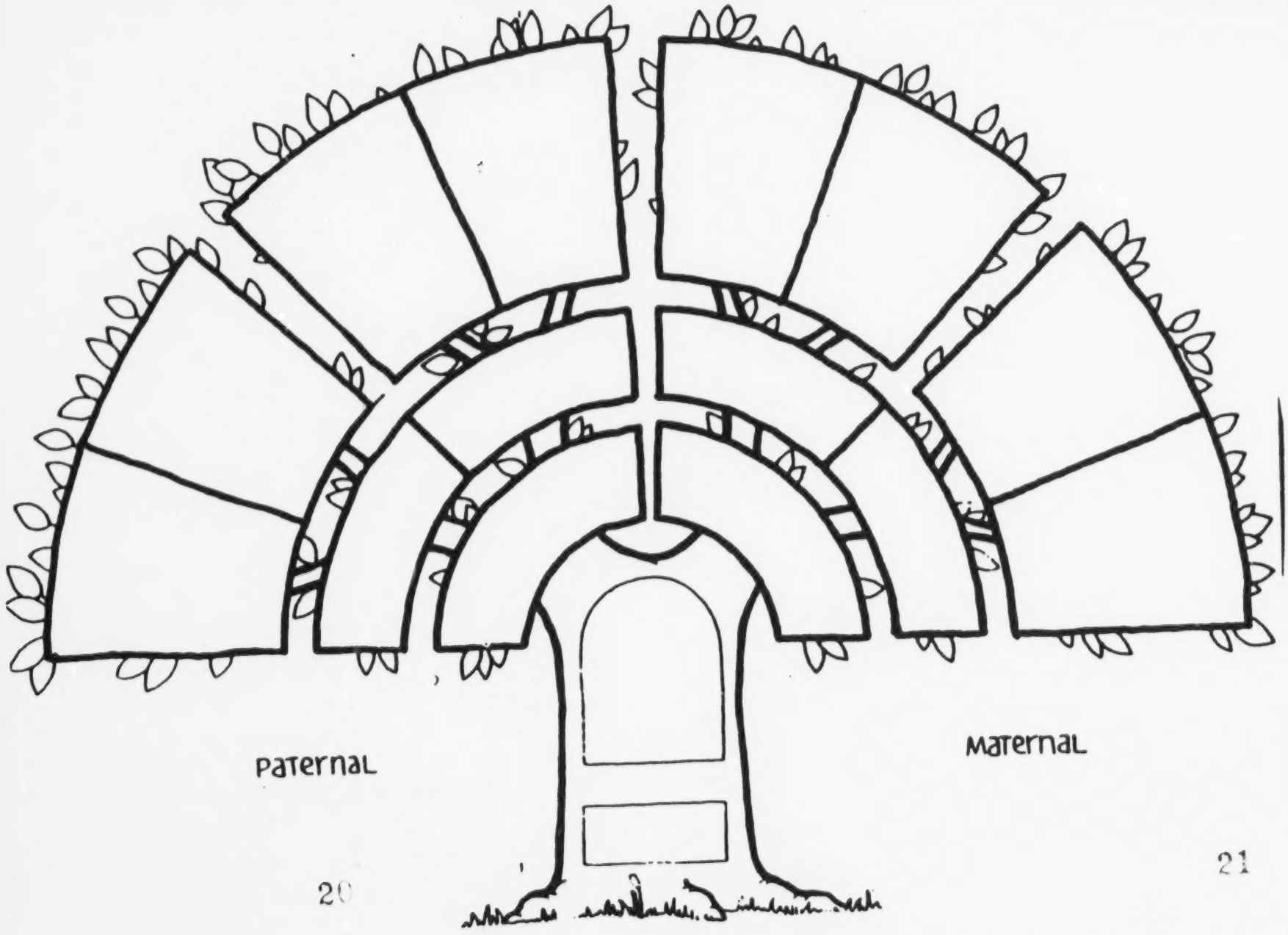
3. Distribute Worksheet #5 and instruct students to transfer information from their completed worksheets to their family tree.

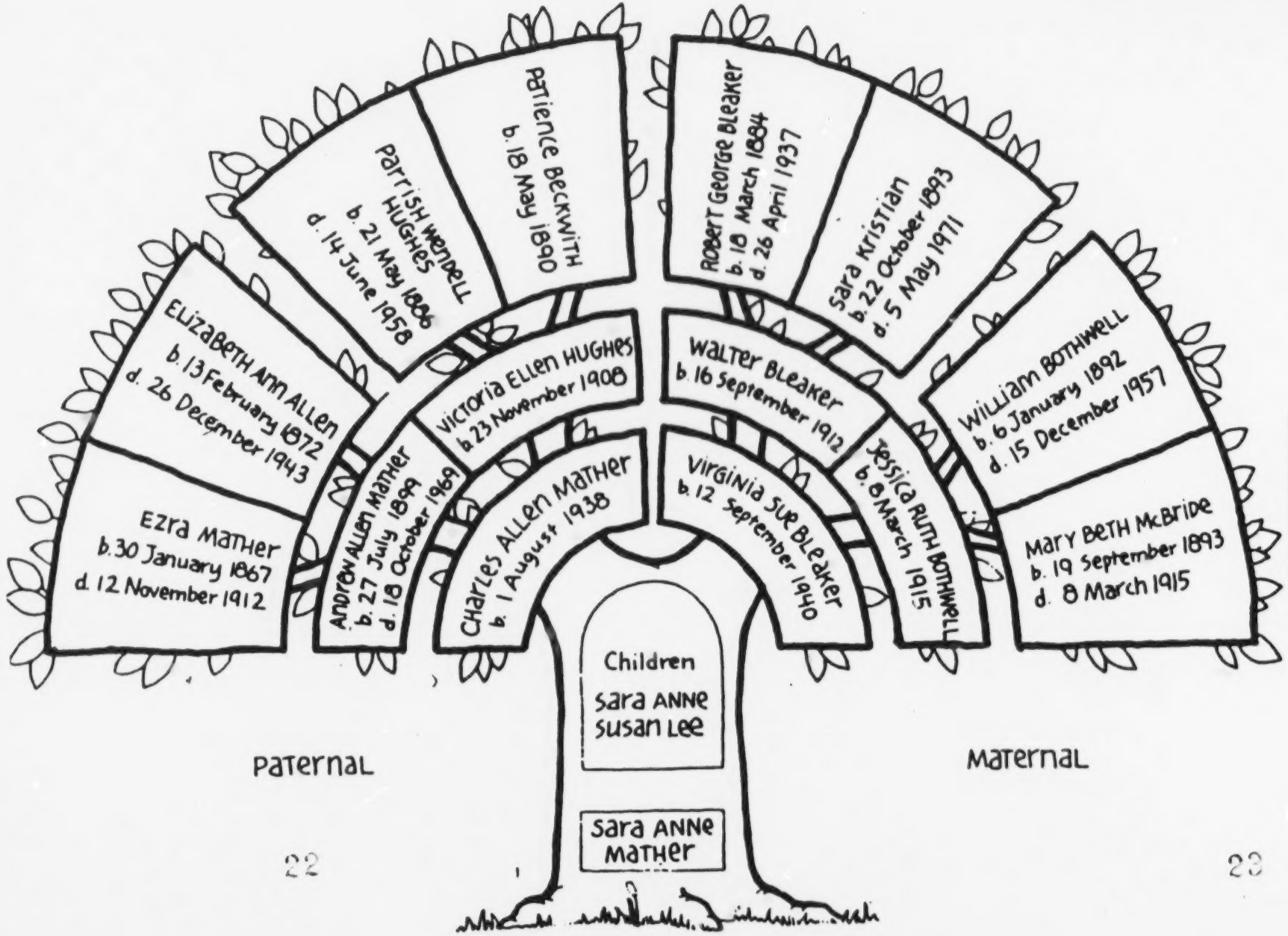
4. The family trees can be mounted on colored construction paper. The class can create a bulletin board, hallway, or library display.

EXTENDED ACTIVITY:

1. Have students create knock-knock jokes using their first or last name. Ex: Knock, knock. Who's there? Annie. Annie who? Annie body home?

2. Students can create a family shield, crest, or coat of arms.


PATERNAL
MATERNAL


Ezra Mather
b. 30 January 1867
d. 12 November 1912
Elizabeth Ann Allen
b. 13 February 1872
d. 26 December 1943
Andrew Allen Mather
b. 27 July 1899
d. 18 October 1969
Parrish Wendell Hughes
b. 21 May 1886
d. 14 June 1958
Patience Beckwith
b. 18 May 1890
Victoria Ellen Hughes
b. 23 November 1908
Charles Allen Mather
b. 1 August 1938
Robert George Bleaker
b. 10 March 1884
d. 26 April 1937
Sara Kristian
b. 22 October 1893
d. 5 May 1971
Walter Bleaker
b. 16 September 1912
Virginia Sue Bleaker
b. 12 September 1940
William Bothwell
b. 6 January 1892
d. 15 December 1957
Jessica Ruth Bothwell
b. 8 March 1915
Mary Beth McBride
b. 19 September 1893
d. 8 March 1915
Children
Sara Anne
Susan Lee
Sara Anne Mather
Paternal
Maternal

LESSON ELEVEN: CHANGES IN MY TOWN

The next series of lessons will be focused on the community of Libertyville and how it has changed over the years.

BACKGROUND INFORMATION:

The following information highlight important events about the history of Libertyville. Your class may choose to visit the library for additional information.

1. Captain Daniel Wright - Commanded a company of soldiers during the War of 1812. He came in 1834 and became the first white settler in Lake County.
2. George Vardin - Arrived in what is now Libertyville in the early 1830's with his wife and daughter and built a cabin located west of the present Cook Library. This area, Vardin's Grove, was named after him.
3. Independence Grove - In 1836 Vardin's Grove was renamed Independence Grove. Lake County's first church and school house were constructed here.
4. Ansel Brainerd Cook - In 1836 he arrived in Libertyville. He married his first wife in 1840. She was the daughter of Dr. J.H. Foster, the first practicing physician in Lake County. He had previously learned the stonemason's trade and moved to Lake County to become a teacher. He taught until 1853, when he bought another home in Chicago and became a stonemason. He laid the first flagstone sidewalks in Chicago. (They burned in the famous Chicago fire). Much of the masonry around the Chicago Water Tower was his work. Libertyville remained his summer home. He was an active politician in Lake County. He returned to Libertyville to live in 1867. In 1871 he helped to rebuild Chicago after the great fire. At this time, he became an alderman in the city's eleventh ward. Shortly after, his wife, Helen, was killed in a train wreck. In 1882 he remarried and lived in the white mansion, the Cook Home. His second wife died in 1891. In 1892 he married her sister, Emily Barrows. He stayed active in politics. June 10, 1897, he died of a kidney disorder. Emily Barrows Cook lived until 1920, when she willed the Cook Mansion to the village for use as a LIBRARY. This is the reason why the Cook Memorial Library and Mansion are connected.

5. Samuel Galloway - In 1860 this Libertyville doctor discovered underground water springs that provided medicinal cures. His research paved the way for the Libertyville Mineral Springs Company.
6. Frederick Grabbe - Born in German, served in the Civil War and settled in Libertyville. In 1880 he bottled the famous spring water of Libertyville and called his company Libertyville Mineral Springs Company. It was located on Newberry Avenue. He also marketed Vital Water, from the sulpher springs, which claimed to cure consumption, asthma, bronchitis, and most diseases of the throat and lung. Abana Spring was another company that marketed the water. There is a commemorative stone by the Rockland Road bridge.
7. 1880 - The railroad was constructed from Libertyville to Roundout. Libertyville expanded and as a result, schools, churches, stores, mills, lumber yards, and homes were built.
8. John Locke - He became the first president of Libertyville when the village was incorporated in 1882.
9. North Shore Railroad - In 1903 it was completed. The line went from Lake Bluff to Libertyville and Mundelein until the service was discontinued in 1963.
10. Sam Insull - In 1881 he became the secretary and financial advisor to Thomas Edison. In 1906 he bought 160 acres of rich prairie land near Libertyville, which is now the Cuneo Estate. It was called Hawthorn Farm. He bought surrounding land and farms so his property totalled 4,000 acres. In 1914 he built a mansion on the property. In 1907 he formed the Commonwealth Edison Company, which provided power for all of Chicago. Insull knew how to connect electrical systems that could serve villages and farms. He was able to supply power to all communities within a 50-75 mile radius of Chicago. His line ran from Lake Bluff, where his small company, North Shore Electric, was located. With expansion, he created five companies and eventually merged them into one, THE PUBLIC SERVICE COMPANY OF NORTHERN ILLINOIS, in 1911. (Commonwealth Edison, People's Gas Light and Coke Company, Public Service Company of Northern Illinois, Middle West Utilities Company, and the Midland United Company). He lost his fortune during the stock market crash of the Great Depression. In 1938 he visited Paris, France. Two months later, he died of a heart attack in a Paris subway. (With only 8 Francs in his pocket. He could not be identified for several hours after his death). Though his empire was lost, HIS UTILITIES SURVIVED.
11. David Adler - He bought a pre-Civil War house on 60 acres in Libertyville in 1917. This was his summer home. He was a famous

architect at the time and added on to this home. The property eventually extended to 240 acres with formal gardens. By the time he died in 1949, it was a 23-room country home. He willed the home and property to the village of Libertyville. The village developed the property to what is now Adler Park and leased property to School District 70, where Adler Park School now stands. In 1970 the David Adler Cultural Center was established in this home. It is used for art exhibits, musical performances, and classes for art and music. In addition to the David Adler Cultural Center, the property houses the Libertyville School of Folk and Old Time Music.

12. John Cuneo - In the 1930's he bought Sam Insull's estate and upgraded it and started Hawthorn Mellody Farms. (Some students may have parents who visited here. A zoo, train, farm, carriage museum, and milking barns could be visited). He also had white deer on the estate. He built the Golf Mill Shopping Center, National Tea Company, and a hospital in Chicago. He opened the Cuneo Press in 1919 to improve the magazine printing industry. He had a partnership with William Randolph Hearst. He died in 1977, at 93 years of age. He assets totalled $12,000,000.

SUGGESTED ACTIVITIES:

1. Students can visit the Cook Home, Adler Park, and/or Adler Cultural Center, or the Cuneo Estate.

2. Students can take a walking tour of the neighborhood, old cemeteries, comparing old and new buildings on Milwaukee Avenue, Rockland Bridge, old Central School, old and new homes, etc.

3. Students can create a travel brochure for Libertyville today, highlighting points of interest. Why would people like to visit Libertyville?

4. Students can role play a day in the life of one of Libertyville's past or present leaders.

5. Invite members of the Libertyville Historical Society to come and talk to the class about Libertyville's past. Students can compare/contrast life then and now.

6. Students can sketch an older home with the home they live in. They can create a chart of similarities and differences.

7. Students can write a picture book about an important past figure in Libertyville. (Cook, Insull, etc.) Also, they could write an imaginary diary or journal entry by one of these people.

8. After learning about one of the important people of our past, students can illustrate a scene from his life and write a sentence or two about his accomplishments. These can be compiled in a class book.

9. Students can work in groups to build a model of Libertyville in the past.

10. Students can predict what life will be like in Libertyville in the year 2,000.

11. Students can create a real estate ad for a home or business in Libertyville.

12. After generating a class list of changes in Libertyville over the years, students can create songs, poems, or stories about Libertyville, past or present.

13. Using the list of changes in #12, have students list the advantages and disadvantages of the effects on Libertyville.

14. Open a new business! Have students decide what type of store or business is needed in Libertyville. Students can design their own store front and describe what they would sell in their store. Option: Students can write stories about their new business, advertisements, or a television commercial.

15. Students can construct a class time line of important events in Libertyville.

LESSON TWELVE: MY SCHOOL DAZE

Students will research information about their own school.

BACKGROUND INFORMATION:

The first school for Libertyville was built in 1836, west of Milwaukee Avenue, on what is now Cook Street. It was built by bachelors who lived in the area and cost $25.00. Central School, located on School Street, was built in 1886 and was a 4-room brick building. A different school was built in 1906 because of expanding enrollment. That new school was destroyed and the present building on School Street was built in 1937.

Rockland School was built in 1926. Highland was built in 1949 to serve students in grades 7 & 8. Copeland Manor was built in 1957, and Adler School was built in 1959. Butterfield School was built in 1969.

SUGGESTED ACTIVITIES:

1. The teacher may plan an old-fashioned school day in the classroom. McGuffy's readers, penmanship, games, mathematics, and other activities can be used.

2. Students can visit the old school at The Grove in Glenview. Arrange for this early in the school year. Students will spend a half day in the school room, with "hands-on" learning experiences.

3. Students can take a walking tour of their school, noting additions. Discuss why these changes took place.

4. Discuss the current problem of our growing school district population. Have students brainstorm ways of reorganizing our existing buildings to meet the demands of overpopulation.

5. Students may interview the principal, have a speaker from the Libertyville Historical Society, or visit the local library to research information about their school and the changes it has experienced over the years. (Introduce them to the local historical information section in the

Cook Memorial Library.) Students can report this information to other classes in the building, create an informational brochure about the history of their school, or draw pictures of their school past and present.

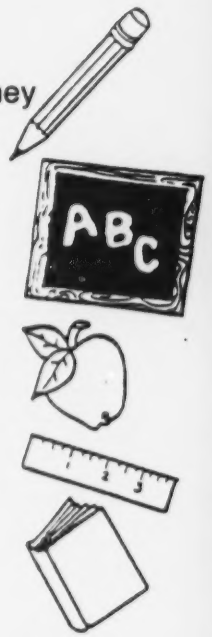
6. Students can create a bulletin board using illustrations they have created about the history of their school.

7. Choose items to put in a time capsule for your school, to be opened 100 years from now. Have students give reasons for choosing their items.

8. Predict what your school will look like 50 years from now. What do you think classes will be like? Will we need teachers, or will lessons be fully computerized, etc.

9. Design the school of your dreams. (3-D, aerial, or drawing). Discuss the things students like and dislike about the present school building. 9lunchroom, gym, classrooms, restrooms, desks, chairs, color schemes, chalkboards, bulletin boards, music and art rooms, playground, etc.) Brainstorm the things you would like to have in an ideal school.

10. Have students present a play about the history of their school. They can present the play to other classes in the building.



LESSON THIRTEEN: WHERE AM I?

MATERIALS:

. 5 downtown maps of Libertyville
. 1 transparency of blown-up sections of the Libertyville map showing your school boundaries.
. Assorted overhead markers.
. 4 Historic maps of Libertyville (1873)
. Student WORKSHEET #6

SUGGESTED ACTIVITIES:

1. Have the class view historic maps of Libertyville. Please note that the top of the map is SOUTH. List the streets and major buildings. (Main Street is the present Milwaukee Avenue). Ask students if they can identify any landmarks. Talk about where things are on the map and which landmarks can still be seen today.

2. Distribute STUDENT WORKSHEET SIX. View a present day map of downtown Libertyville. Have students locate lakes, the Des Plaines River, railroad tracks, roads, major highways. Instruct students how to use the STREET INDEX, using the numbers and letters on the grid. Students can search for streets that were present on the historic maps, try and find the streets they live on, and find the location of their school, or any other landmarks they think are interesting.

3. Put the transparency of the portion of the Libertyville map which includes your school boundaries on the overhead. Have students locate their school on this map. Identify it with the overhead marker. Students can come up one at a time to identify and mark the street they live on.

TEACHER INFORMATION:

You will notice that where Rtes. 21 and 176 meet, the village is divided into quadrants. Essentially, each quadrant is a school boundary. For instance, Copeland is the SE corner, Rockland the SW corner, Butterfield is the NW corner, south of the railroad tracks, and Adler is the NE corner, north of the railroad tracks. The exception is the area east of Rte.. 21, north of 176, and south of the Chicago-Milwaukee Railroad tracks. The children in this area attend Butterfield, and not Adler. (The railroad tracks were used as the boundary). The reason for this was so students walking to school would not cross Rtes. 21 and/'or 176. these were declared "hazardous" by the state.

4. Guide discussion about District 70 school boundaries. Ask students how children in 1873 (using the historic map) might have walked to school. What dangers, if any, would they have faced?

Ask students how they would walk to school today. What dangers might students face on their way to or from school? How can these dangers be prevented? (Crossing guards, stop lights, busing students, car pooling, etc.)

WORKSHEET SIX WHERE AM I?

NAME: _____

Use the downtown map of Libertyville to answer the questions.

1. Which direction is the top of the map? (Circle one)

north south east west

2. What direction is the bottom of the map? (Circle one)

north south east west

3. Find Butler Lake. Which direction from Butler Lake is St. Mary's Lake? (Circle One)

north south east west

4. Which direction is Liberty Lake from Butler Lake? (Circle one)

north south east west

5. What is the name of the river which flows through Libertyville?

6. Which two RAILROAD LINES pass through Libertyville?

1.

2.

7. Find Route 176. What is the local street name?

8. Find Route 21. What is the local street name?

USING THE LETTERS AND NUMBERS ON THE GRID, IDENTIFY THE FOLLOWING LOCATIONS:

NUMBER **LETTER**

9. Where do Route 176 and Route 21 meet?

10. Where do Route 21 and Route 137 meet?

11. Where do Route 21 and Rockland Road meet?

12. Where do Butterfield Rd. and Route 176 meet?

13. Where do Route 21 and Adler Drive meet?

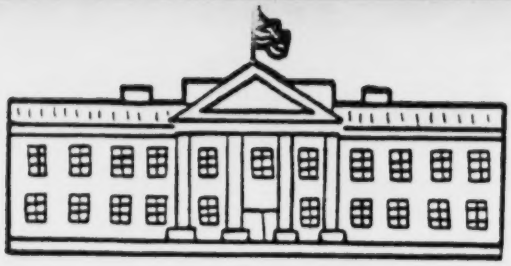
14. What is the name of the street your school is on?

15. Find the location of your school?

16. Look at the street index. Find the name of the street you live on from the alphabetical listing. What are the grid coordinates?

LETTER _____ **NUMBER** _____

17. Using grid coordinates, find your street on the map.



LESSON FOURTEEN: WHO'S THE BOSS?

Students will learn about leaders in their country, state, village, school and family in these next few session.

SUGGESTED ACTIVITIES:

1. Ask the class to define the roles of the U.S. President. Have them determine why we need a president, and who helps the president to run the country. Introduce the term DEMOCRACY to the students and tell them it is a form of government where all people vote and have a voice in the law and how they are governed.

Ask students if they know other form of government. (Monarchy, Dictatorship, Socialist, Communist, Martial Law). Students can look up these terms in the dictionary and/or encyclopedia and share with the group. You may choose to have them work in groups to define and illustrate different types of government and compile a class book. (Use the word processor - Make extra copies for the bulletin board)

Discuss with students that some countries change their government often. (ex. Recent war in the Persian Gulf, Soviet Union, uniting of Germany). Tell them that our country has had the same government for over 200 years. Because Americans came here for freedom, we feel strongly that we have the power to change laws, or rule ourselves and have a voice in the decision making. The other branches of the government who help govern our country are the LEGISLATURE and the JUDICIARY. The president and these two branches work together in a BALANCE OF POWERS, so that one does not have the power or complete control over the others.

TEACHER BACKGROUND INFORMATION: (Read or discuss with children)

NATIONAL - Each state has representatives for the people. Every state sends 2 senators to the **Senate** and a number of representatives, depending on the population of the state, to the **House of Representatives**. Together, the Senate and the House of Representatives create the laws for our entire country, by which every state must abide. combined, they are called **Congress**.

The **Judiciary** tries the laws of our land, to make sure they are constitutional. When an opening occurs, the **Supreme Court Judges** are appointed by the **President**, and not elected by the public.

The **President, Congressmen,** and **Supreme Court Judges** all do their work in our nation's capital, **Washington, D.C.** The **District of Columbia**, or **D.C.** was created to be the headquarters for our nation. In this manner, so state would have priority, or be jealous of another state.

STATE - Each of the fifty states in our country has its own leader, called a **GOVERNOR**, law makers, and a court system. We do this because every state has its own special needs.

All of the Illinois leaders meet in our state capital, **Springfield**, to do their work.

Some of the laws that the state is in charge of deal with **Education, Highways, Taxation,** and many others.

LOCAL - Libertyville also has leaders and law makers. Our leader, the **Mayor**, is Jo Ann Eckmann. Our six **Trustees**, or representatives, decide on local laws or rules. They also make decisions for public parks and areas. (How much to pay policemen and firemen, when new sewers are needed, when local roads and sidewalks need repair, etc.)

SCHOOL - Our school district has leaders also. The **School Board** is responsible for major decisions concerning our schools and the people who teach and work in them. Policies like teacher salaries, school finances, hiring and firing of all school personnel, including the Superintendent, and the physical conditions of the buildings and grounds. The **Superintendent** is the boss of all the schools and principals. The Principal is the leader of each school. He/she is responsible for decisions that affect the teachers and children in his/her building. The Teacher is the leader of the classroom. It is his/her responsibility to see that students are learning the curriculum that the School Board has approved.

DISCUSSION QUESTIONS

1. Describe how all of the above leaders are alike/different.

2. Why are leaders important? What would happened if there were no leaders in the world, our nations, state, village, or schools?

3. Can children be leaders? Give examples of when you have been a leader or when you needed a leader.

4. In your classroom, is it better to have the same leader, or have different leaders? Why or why not?

5. Identify the leaders in your family. What are their roles? Do they change? Do leaders change?

VOTING WITH YOUR FEET ACTIVITY:

1. Have students stand together in the center of the room.
2. The teachers asks a series of questions, one at a time. Ex: If you believe the principal should allow pets to visit the school, stand by the windows. If you believe she/he should NOT allow pets to visit the school, stand by the chalkboard.
3. Teacher directs students. If they agree with the statement, they move to a designated area. If they disagree, they move to a different area.
4. The teacher will ask for a sample response for reasons for their choices.
5. After giving the reasons, the teacher directs students to return to the center of the room and asks a new question.

Try this with your students, using any questions you feel are appropriate. These are not true-false or content questions, but OPINION questions. A few sample questions might be:

1. Democracy is the best form of government.
2. The principal of a school is more important than the superintendent.
3. Mothers who don't work can be good leaders in the family.
4. Sometimes, it's okay to break the law.
5. Teachers and parents always know what's best for children.

LESSON FIFTEEN: CREATE A PLACE

You may choose to have students work in groups to create a country, state, or city of their dreams. Products may be shared to inviting parents and other classes for an open house. You might want to use the teacher resource **CREATE A PLACE**, published by Educational Insights.

Students can make models, drawings, maps, etc. and include creative writing with their products. You might want to have them create a travel brochure for the place of their dreams, to encourage others to visit them! They might also want to write journal entries for what it is like to spend a day in their new home.

LESSON SIXTEEN: WHAT I LEARNED

You might want to have students create a mural of their favorite activity for this unit, to be displayed in the classroom or hallway. They can also write essays or poems that can be compiled in a class book, or displayed on the bulletin board.